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GRADUATE SCHOLARSHIP

THIRTY scholarships known as "Hopkins Scholarships" were established at the opening of the Johns Hopkins University, in accordance with the will of the founder, for the benefit of residents of Maryland, Virginia, and North Carolina, and the Trustees have recently instituted ten similar scholarships for students from other States in the South and Southwest.

These scholarships are bestowed for merit and entitle the holders to free tuition for one year, but do not carry exemption from laboratory fees; they are offered to both men and women. They will be awarded by the Academic Council in March. Students can be recognized as candidates only when legal residents of the States from which they desire to be appointed. *Applications, in accordance with a prescribed form, must be addressed to President Goodnow, The Johns Hopkins University, Baltimore, Md., before March first.* Present incumbents are eligible for reappointment, but must make formal application.

Persons interested are invited to write for forms of application, or for further information, to the Registrar of the University.

THE GEORGE PEABODY SCHOLARSHIP

THE George Peabody Scholarship was founded in 1912 by the Trustees of the Peabody Education Fund, who, in partial preparation for the closing of the Trust, presented to the University a gift amounting to six thousand dollars. This sum is to be held and used as the endowment of a Peabody Scholarship in the department of Education.

The scholarship is open to men and women who are residents of "The Southern and Southwestern States of our Union," including Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia. It is offered to candidates who can give evidence of a liberal education, such as the diploma of a college of good repute, and who intend to continue work in education, preferably in connection with a system of public schools in the territory mentioned above. *Applications must be addressed to President Goodnow, The Johns Hopkins University, Baltimore, Md., before March 1; there is no prescribed form.* The appointment is usually made in April. The successful candidate is expected to signify his acceptance at once.

The income of the scholarship is two hundred and seventy dollars per annum. The incumbent is expected to pay tuition and laboratory fees and is eligible for reappointment.

A THEORY OF NATIONAL EDUCATION

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IN THE JANUARY NUMBER of the *Atlantic Monthly* there appears an article by Caroline F. E. Spurgeon having to do with the effort now being made in England to work out a genuinely national system of education. Miss Spurgeon was a member of one of the several committees (the one on English) appointed during the stress and strain of the Great War to work at the problem of education in England. This article in the *Atlantic Monthly* presents most interestingly and vividly her reaction not only to the report of this committee on which she served but to the educational situation as a whole in England.

As one reads her article one has a feeling of constant amazement to realize how commonplace in our American democracy are the seemingly, to them, novel and startling viewpoints about educational theory, practice, and procedure. For example, we have long recognized and acknowledged in the United States the necessity for universal education in a nation where the government "derives its just powers from the consent of the governed." We have not been able, to be sure, to attain to this goal, but recognized it has been, and we are struggling toward it. Yet here is what Miss Spurgeon writes bearing on this point, and apparently it is a new idea to her at least, presumably to many other English men and women:

"For all thoughtful people today realize that the future of civilization depends, not upon diplomats or politicians or leagues or kings or princes, but upon the education of the children of the world. If violence and misery and disorder are to be checked, if the swiftly increasing knowledge of material and destructive forces is to be balanced and controlled by an equal increase of the knowledge of spiritual and creative forces, the young generation must be educated, and the outlook upon life of millions of minds must be humanized and widened."

A more important point to the article is, however, the skillful and dexterous way in which Miss Spurgeon calls attention to the fact that England (and she might have included the United States also), and her so-called leaders of thought have failed to "conceive the full meaning and possibilities of national education as a whole." The reason for this failure she attributes to a lack of any clear idea on the part of the national leaders about what the true nature of education is. Some think of it as the process of storing up knowl-

edge and facts in somewhat the same manner that a squirrel stores up nuts. Others think of it as a process of tabulating and classifying the experiences of life, making a sort of mental-filing system like the Library Bureau. Still others have hoped to see it grow into a means of producing skilled and finished artisans or trades-people. None of these is sufficient or proper because none sees the problem as a whole but only as a very small part of the whole.

The statement of England's educational problem is the statement of any nation's educational problem. The correct attitude for England to assume in working out a national program is the correct attitude for any democratic state. The factors that determined the action of the special committee on English are the factors to determine action in any committee sitting on great educational policies. This statement, this attitude, these factors are to be found in such paragraphs as the following taken from the article by Miss Spurgeon:

"The chief factor in the present divorce between education and reality is the theory, long accepted, that the process of education is the performance of compulsory hard labor, a 'grind' or 'stiffening process,' a 'gritting of the teeth' upon hard substances, with the primary object, not of acquiring a particular form of skill or knowledge, but of giving the mind a general training and strengthening.

"If this theory were abandoned, the whole educational problem would be made easier, and it would be possible to secure for the child a living interest and a sense of purpose in his work. This purpose would be realized more and more fully as it came to be understood that education is not the same thing as information or discipline, or even the dealing with human knowledge divided up into so-called 'subjects.'

"True education, the 'drawing-out' and training of already existing faculties, is really guidance in the acquiring of experience. For the gaining of experience, physical, mental, and spiritual, is the one thing which matters; it is in this continuous gain that life itself consists, and the full garnering and expression of this experience is the highest end we can see for man—'ripeness in all.'"

It is a source of speculation as to whether all the leaders of educational thought and practice in England—and elsewhere—have caught this vision and have seen that real education, whether of a lower or higher order, is the process of garnering life experiences and of becoming skillful in the use of the tools with which to fashion these experiences into a healthful, true, beautiful, and good life.

EDUCATION AS AN ASSET TO SUCCESS

NO matter what a man's work he can do it better if he is well informed. And the point here is that education, while it has a larger bearing than a mere preparation for one's trade or profession, it is the very best equipment for any sort of efficiency.

Whatever your peculiar calling, your expertness is more telling if it rests upon a basis of general culture.

As a stenographer you will do better work and your chances of advancement are much greater if you are familiar with history, know your Shakespeare, and are not in doubt as to whether Botticelli is "the name of a cheese or a violin."

As a lawyer, doctor or preacher, your reputation will very likely rest as much upon your "all aroundness," your wide acquaintance with the inside of great books and the general impression that you are not a narrow minded specialist, as it will upon your technical finish.

Culture means intellectual background.

It means accumulated force behind your stroke.

It means that you are not only capable yourself, but that you know how to absorb and use the capability of wiser persons.

It gives you perspective.

It increases your personality.

It strengthens your influence.

It keeps you from settling down to become a mere cog in the wheel, a little specialized piece of machinery to do a certain task, and makes you a Human Being, alive, vibrant, radiating.

It makes you Somebody, not just Anybody.

Many a mother has realized too late that she has no hold upon her children because of her lack of knowledge. They have grown up and gotten away from her.

Many a man has risen in the business world only to be humiliated because he has neglected to acquire that education which alone would qualify him to mingle on terms of equality with well informed people.

In fact, no man or woman, who has neglected an education, does not bitterly regret it sooner or later.

And no living person was ever sorry that he had secured an education.

There never was an age in the history of the world when it was so true as it is now that "Knowledge is power."

And Knowledge is open to Everybody.

Its gates are unlocked, its door is unlatched, its road is as free as the king's highway.

The only things that prevent any person from acquiring useful knowledge are laziness, self-indulgence, weakness and procrastination.